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MONTANA GUIDANCE NEWS AND VIEWS

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State of Montana
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NUMBER OF COUNSELORS SERVING MONTANA SCHOOLS SHOWS INCREASE

The 1969 Fall Accreditation Reports show an increase of 31 counselors over the 1968-1969 school year. The most significant gain was in the elementary schools with an increase of nine additional counselors. The figures below represent the number of counselors employed during the two school years and shows the counselor increase at the elementary and secondary level.

1968-1969	1969-1970	Increase (Number of Counselors)
Elementary Counselors - 24	Elementary Counselors - 33	9
Secondary Counselors - 295	Secondary Counselors - 317	22

* *

COUNSELORS SERVING AT THE POST-SECONDARY VOCATIONAL-TECHNICAL LEVEL

Counselors are employed in each of the Vocational-Technical Education centers, high schools, junior and community colleges and colleges offering post-secondary vocational-technical education. For a listing of these persons consult the 1969-1970 Directory of Guidance Personnel, page 15. A copy of this publication is enclosed with the newsletter.

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POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION PUBLICATIONS TO BE MADE AVAILABLE

The Guidance Services Section of the Office of the Superintendent of Public Instruction is currently preparing a brochure and directory of Post-Secondary Vocational-Technical Education programs for Montana. These publications, when available, will be distributed to local educational agencies throughout the state to provide students, parents, counselors and others with current information about post-secondary vocational-technical training opportunities.

* *

AID FOR COLLEGE - DEADLINES

High school seniors seeking financial assistance for college entry next fall must submit a family need analysis statement on or before March 1. For in-state schools the Montana Application for Student Financial Aid is required also. Both forms should be on hand now in all high schools. If more are needed write Mrs. Shirley Miller, Director, Project Talent, Office of the Superintendent of Public Instruction, Helena, Montana 59601.

YELLOWSTONE VALLEY PERSONNEL AND GUIDANCE ASSOCIATION

The Yellowstone Valley Personnel and Guidance Association has scheduled a meeting for January 21, 7:30 - 9:00 p.m., at the School Administration Building, 101 - 10th Street West. The program will be provided by John Bills, Director of Testing and Research Assistant.

Officers of the Y.V.P.G.A. are Jack Morrison, President; Robert Whittington, First Vice President and Art Samuel, Second Vice President.

* *

PROJECT TALENT EMPLOYES FIELD COUNSELORS

Project Talent has strengthen its outreach to Indian youth in Montana by adding eight field counselors to the staff. Five will be working in reservation areas in Browning, Ronan, Lame Deer, Poplar, and Lodge Grass, with three other counselors in Lewistown, Kalispell, and Missoula. Plans are underway to initiate counseling activities in Great Falls and Butte. As in the past, the field counselors serve the purposes of Project Talent through direct contact with low income young people, whether in school or out, encouraging them to continue their education and helping them acquire financial aid.

* *

REMARKS FROM A VOCATIONAL GUIDANCE COUNSELOR

Jack Morrison, 1968 graduate of the University of Montana, is serving as a full-time counselor in the Billings Post-Secondary Vo-Tech Center. He stated that his role involves: informing applicants about occupational opportunity, assisting them with personal problems related to training, making students aware of employment opportunities at the local, state and national levels, and providing educational and vocational placement to students.

Jack emphasized the importance of the counselor involving personnel from other disciplines in the counseling guidance program, e.g., vocational rehabilitation and employment service.

* *

SCHOOL COUNSELORS ORGANIZE AT GREAT FALLS

Orvis Stenson, Director of Guidance at Charles M. Russell High School reports that school counselors in the Great Falls area are organizing a local counselor group. Father Vande Veegaete, school counselor at Great Falls Central is serving as president protempore. In addition to school counselors, representatives from the Red Cross Employment Service, Vocational Rehabilitation and other agencies are encouraged to attend the meetings.

Two meetings have been tentatively scheduled and efforts are being made to obtain speakers for each meeting.

DID YOU RECEIVE A COPY?

Mrs. Shirley Miller, Director of Project Talent reports that she and her staff requested the U. S. Office of Education to mail a Directory of Financial Aid for Higher Education to all Montana counselors.

Persons desiring additional copies of the Directory should contact Mrs. Shirley Miller, Director, Project Talent, Office of the Superintendent of Public Instruction, Helena, Montana 59601.

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AN OVERVIEW OF TWO ESEA TITLE III PROJECTS RELATING TO COUNSELING AND GUIDANCE

Psychological Services and Educational Remediation Center to Identify and Aid Pupils with Learning Problems

This ESEA Title III project serves schools in 10 counties in Northcentral Montana. The project was initiated July 1, 1967 and has been in operation since that time. Pupil personnel workers serving the program are: H. K. Mann, School Psychologist and Charles Clikeman, Counselor, serving the Conrad Center; Harold Addington, School Psychologist and Herb Berg, Counselor, serving the Big Sandy Center; and Dr. M. O. Briggs, School Psychologist and Jean Jewell, Counselor, serving the Harlem Center.

Psychologists, counselors, social workers and reading consultants are available to provide individual evaluations, group evaluations and consultant services to all the schools in the project area. Requests for all services must come through the schools except in those cases where another public agency requests services for a school dropout. In all individual evaluations, the parents must sign the referral form giving their consent to the evaluation before project personnel will see the pupil.

A child may be referred for a reading evaluation only or a complete psychological evaluation. Initially, the school completes the project referral form. The basic testing program for a psychological evaluation includes the following tests: Bender Visual Motor Gestalt, Wechsler Memory Scale, Draw-A-Human-Figure, Wechsler Intelligence Scale, Cole Animal Test and the Thematic Apperception Test. Other tests are administered as determined on an individual basis. A developmental history of the child is taken from the parent(s), usually the mother. A written report is made to the school and to other agencies as agreed upon by the parents.

Counseling is provided to the pupil when needed as time permits. Further information, testing and counseling is provided the school and parents as requested. Parents and schools are directed to other public agencies and special schools when needed and the child appears to qualify.

The reading consultants provide inservice training on a group and individual basis at the request of the local school administration. This work is usually connected with remedial reading programs but may be associated with improving the present reading curriculum or other special reading activities. Both group and individual testing in the field of reading is provided by the consultants.

Mobile Vocational Guidance Service

The Mobile Guidance Project was initiated on July 1, 1967 to serve six counties in Northcentral Montana. Les Graham, counselor for the program this year, succeeds Ben Beaudry who accepted a position as Superintendent of Schools at Hardin.

The purpose of this program is to provide information about vocational-technical careers to high school pupils who are not interested in attending college. The 10' x 40' trailer is transported to schools in the six counties and pupils interested in vocational-technical training visit the trailer to secure information about careers. The trailer has audio-visual equipment of a number of different types, and it is stocked with catalogs and brochures on most of the vocational-technical training schools in the Northwest. Since the counselor has visited a number of these schools, he is able to provide first-hand information on the cost, length of training, job opportunities and other details of the school. Group as well as individual counseling is provided and every effort is made to coordinate information with the guidance department of the local high school the pupil attends.

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SCHOOL COUNSELOR FEATURED IN BILLINGS GAZETTE

Della Ve Cairns, Counselor at Billings West High School was featured in an article appearing in the December 21 issue of the Billings Gazette. The complimentary article entitled "Energetic Counselor With an Open Door Policy" depicts Della Ve at work during a typical school day. It identifies the variety of problems confronting the school counselor and explains how Mrs. Cairns deals effectively with these.

Della Ve is in her 10th year as a school counselor at Billings West.

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MISSOULA AREA COUNSELOR CONFERENCE PLANNED FOR FEBRUARY

Richard Mattson, Director of Pupil Personnel Services, Missoula County High School, reports that a conference is planned for school counselors in the Missoula area. The conference is tentatively scheduled during February (dates to be announced) at the Missoula Post-Secondary Vocational-Technical Center. The conference program will involve such relevant topics as: counseling the mentally retarded student, counseling the non-college bound, and group counseling procedures. In addition a tour of the Missoula Vocational-Technical Center will be available to persons who desire a tour of the facility.

Additional information regarding the conference will be mailed to all counselors in the area when definite plans and arrangements are formulated.

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VOCATIONAL GUIDANCE: ROOM FOR IMPROVEMENT

By Howard Rosen
Director of the Manpower Administration's Office
of Manpower Research
U.S. Department of Labor
Washington, D. C.

More than 550,000 young men entered the labor force in 1966 as high school graduates who were not going on to college, or dropouts who failed to complete their education. Some of them had a pretty good idea where they were going. The 130,000 graduates of vocational, agricultural, technical, and industry courses who were available for placement and the 54,000 more mature young men who had completed apprenticeships were on a directed path to employment. But most of the balance of these young men entered the labor force without special training or knowledge about the world of work.

Taking into account the graduates of technical institutes and junior colleges, probably well over 300,000 young men poured into the Nation's labor force in 1966 with little training for employment and badly in need of vocational guidance. This helps explain why the unemployment rate in 1966 for young men 18 and 19 years of age was 10.2 percent while the rate for all males was 3.2 percent.

We wring our hands about the high unemployment rates of teenagers, knowing full well that regular high schools and vocational schools are not set up to prepare a large percentage of new entrants to the labor force for the world of work. Many vocational schools are "dumping grounds" for youth who cannot be educated by regular schools. As a result, the many vocational schools that try to do a professional job are faced with the insurmountable task of serving two masters at once.

Good vocational schools are capable of making an important contribution to developing the supply of our skilled workers. However, they can carry out this function effectively only if they are permitted to send to other schools those students who need special treatment and training. Some youngsters in vocational schools need remedial education if they are to reap any benefit from training, and many of these students should be given only limited training. Students who cannot absorb the full range of training should be taught basic skills that will make them employable and should be given the kind of orientation that will enable them to respond to the discipline required in an industrial society.

A number of research studies supported by the Manpower Administration have shown that vocationally oriented students do not receive adequate guidance. Two researchers at Northeastern University in Boston, doing a study on how 400 tool and die makers learned their trade, have discovered that students with vocational inclinations often get little or no occupational guidance at times when they have important decisions to make on educational programs. From their interviews with tool and die makers and with students now in vocational schools, the researchers found that counselors in nonvocational schools tend to run down vocational education. Considerable time is wasted while youngsters flounder in school and in the labor market because of lack of sufficient occupational guidance and counseling.

The researchers stress that if youth are to be trained for occupations that offer good job opportunities they need better guidance at the junior high school level by counselors knowledgeable about the labor market and sympathetic to youngsters without high academic aspirations. The tool and die makers commented that the schools failed to tell them when they were youngsters that tool and die making was a rapidly expanding trade with high wages and interesting work.

Present-day students and recent graduates of vocational schools, interviewed in the Northeastern study indicated counseling in the vocational schools themselves is sporadic, passive, and directed toward immediate problems. Too often counseling is job-oriented, not career-oriented. The longrun is not discussed and students are not exposed to a full exploration of a variety of job possibilities, career ladders, and the advantages and disadvantages of these jobs. The youngsters indicated they did not learn about earnings or working conditions from their vocational school counselors.

Many recent vocational school graduates do not depend upon school placement services but seek jobs on their own. School facilities often are used only as a last resort. Except for those schools which run cooperative work-study programs, there apparently is no systematic administrative arrangement whereby schools follow the work careers of their former students.

A research study of the shortage of skilled workers in Chicago and St. Louis showed that " . . . almost 60 percent of the tool and die makers participating in the study . . . had received no counseling." They had obtained information on their own initiative or had, by accident, found out about the trade. Very few of the school officials interviewed in Chicago and St. Louis felt that counseling in nonvocational high schools was adequate. They complained that counselors were poorly qualified, knew little about the skilled occupations, and placed too much emphasis on college careers.

In looking at what workers, educators, and counselors knew about employment opportunities in skilled and technical shortage occupations, it became apparent to the researchers who did the Chicago-St. Louis study that there is great need for the development of more adequate occupational information at the local level. They emphasized that this information must be disseminated more effectively in the local labor market to employers, workers, the unemployed, students, and vocational and other educational planners. Youngsters who are going through the process of choosing an occupation are in particular need of information that will help them select school courses realistically related to their vocational goals.

In its 1968 General Report, the Advisory Council on Vocational Education said that only about 50 percent of American high schools provide any form of vocational guidance during a large part of a student's educational career. Work experience was identified as extremely important to vocationally oriented youth.

The council stated, "There is too much guidance of a clerical type, an information giving and receiving process with little concern or knowledge of the demands of occupations and the world of work."

In a recent study done for the Department of Health, Education, and Welfare of the potentials of vocational education, Professors Jacob J. Kaufman and Morgan V. Lewis of the Pennsylvania State University found two major weaknesses of vocational guidance and counseling in the vocational schools they reviewed. First, the counselors were poorly prepared in vocational areas, and second, ratios of students to counselors were too high. The counselors were well prepared in guidance and guidance techniques but did not have the special preparation and knowledge of the nature of blue-collar jobs necessary for vocational counseling.

Although most vocational education graduates in the Kaufman-Lewis study who recalled receiving counseling appeared to be satisfied with the guidance they received, about half reported they had no discussions about course choices with a counselor and more than three-fourths indicated they never discussed their job plans.

The Penn State researchers believe that youngsters with disadvantaged backgrounds are entering our schools without basic orientations toward work -- orientations that have been assumed to be there in the past. Thus, schools are being asked to give those students training in vocational values and work habits that have previously been provided in the home. Unless schools develop new techniques and methods they will not be able to carry out this assignment.

The researchers recommended a more comprehensive concept of guidance. They called for vocational development to begin in elementary school. As they progress in school, students should not only be briefed on various occupations, but also should be trained in decisionmaking and given the opportunity to explore many job possibilities while keeping open options for future choice, Professors Kaufman and Lewis contend.

The problem of counseling rural youth is further compounded because so many of them are trained in an environment which they eventually leave when they move to the cities. In many instances, noncollege-bound youngsters in rural schools do not receive much in the way of counseling services. Many rural youth who move to cities do not know about the placement services offered by local employment service offices.

Recent research studies and reports can be summarized into a number of recommendations to make vocational counseling more useful and more relevant to the job market as it exists today and is likely to exist in the near future:

Those concerned with providing vocational guidance for noncollege-bound youngsters should be aware of the employment opportunities available in the skilled trades. Counselors should learn about the number of job opportunities in the skilled occupations, their pay and working conditions, and, above all, the variety of training paths available for entering craft jobs.

Counselors must be able to convey to vocationally oriented students not only the variety of paths open to them, but must also get students to realize that some of these paths can be followed even if they fail in school, drop out of school, or are blocked from entering formal training by discrimination or unrealistic hiring standards. School dropouts with mechanical aptitude have been able to learn the exacting requirements of some of the most skilled jobs. They have been able to acquire the mathematical knowledge and have demonstrated their ability to conceptualize and think logically in performing their jobs. Some employers are now willing to forget about credentials if the job applicant demonstrates aptitude and desire to learn a trade. Although formal training may be the most efficient way to learn a trade, the "pick-up" method has been used effectively by a significant proportion of the skilled labor force.

Vocationally oriented youngsters need the same kind of career counseling as college-bound students. Emphasis on job placement alone, rather than consideration of the career, can result in floundering and detours which may affect earnings and eventual success. This calls for a thorough knowledge by counselors of career and mobility patterns in craft jobs.

Better local, as well as national, labor market information must be provided in a systematic fashion to counselors, students, employers, educators, and parents. Better ways of disseminating this information must be devised if it is to help those who are making decisions about careers and educational planning.

Vocational guidance should be introduced early in the school curriculum for vocationally oriented youngsters. It should be offered on a continuing basis throughout the educational process.

More work-study opportunities should be available to vocationally oriented young men. They should be exposed to a variety of work experiences and be permitted to explore a wide range of occupations.

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ARE YOU FAMILIAR WITH THESE PUBLICATIONS?

How Children Fail. John Holt. Dell Publishing Company Inc., 750 Third Avenue, New York, New York 10017.

Guidance For Children in Elementary Schools. George E. Hill, and Eleanore Braun Luckey. Appelton-Century-Crafts, 440 Park Avenue South, New York, New York 10016.

Tell Me Where to Turn: The Growth of Information and Referral Services. Elizabeth Ogg. Public Affairs Committee, 381 Park Avenue South, New York, New York 10016.

If Your Child is Handicapped. William C. Kvaraceus and E. Nelson Hayes. Porter Sargent Publishers, 11 Beacon Street, Boston, Massachusetts 02108.

Careers Today Selected Sources. Joan Morris McClelland and Stewart Ltd., 25 Hollinger Road, Toronto 16, Canada.

Living with Children: New Methods for Parents and Teachers. Gerald R. Patterson and Elizabeth M. Gullion. Research Press, Champaign, Illinois 61820.

New Careers: Real Jobs and Opportunity for Disadvantaged. F. Powledge Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.

Leaving School and Starting Work. Ethel Venables. Pergamon Press, 4401 21st St., Long Island City, New York 11101.

After College...What?: A Career Exploration Handbook. Newell Brown. M. W. Lods Publishing Company, 200 Park Avenue, New York, New York 10017.

A Doctor Discusses Narcotics and Drug Addiction. Louis Relin in Consultation with Robert L. Sharoff, M.D. Budlong Press Company, 5428 No. Virginia Avenue, Chicago, Illinois 60625.

Data Processing For Guidance and Counseling Handbook. G. E. Price. Automated Education Center, Box 2658, Detroit, Michigan 48231.

Introduction to Vocations. Edwin Bean and Joseph R. Clary. Chronicle Guidance Publications Inc., Moravia, New York 13118.

Parents and the Counselor. American Personnel and Guidance Association, 1605 New Hampshire Avenue N.W., Washington, D.C. 20009.

The Parent's Role in Career Development. American Personnel and Guidance Association, Publication Sales, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The Teacher's Role in Career Development. Wesley Tennyson, Nomos S. Soldahl and Charlotte Mueller. National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Vocational Guidance and Career Development. Herman J. Peters and James C. Hanson. Macmillian Company, 60 Fifth Avenue, New York, New York 10011.